

Help them to solve

$$(3) \frac{x}{2} - 3 = \frac{x}{4} + \frac{x}{5}$$

by showing them that it is convenient to clear the equation of fractions by multiplying both sides by the L. C. M. of the denominators. Thus, multiplying by 20

$$10x - 60 = 5x + 4x.$$

Step IX.—Draw from the girls the rules for the solution of an equation. First, if necessary, clear of fractions, secondly, transpose all the terms containing the unknown quantity to one side of the equation and the known quantities to the other. Then collect the terms on each side and finally divide both sides by the co-efficient of the unknown quantity, and the value required is obtained.

Step X.—If time let them work two or three easy problems involving simple equations.

(1) One number exceeds another by 5 and their sum is 29; find them.

(2) What two numbers are those whose sum is 58 and difference 28.

OUR WORK.

House of Education.

There are one or two vacancies for non-professional students.

NATIONAL HEALTH SOCIETY CLASS LIST.

C. C. MONRO	MRS. LAIDLAW (M.E.C.)
P. C. NEVITT-BENNETT	I. TAYLOR
E. H. SMEETON	M. BEATTY
M. JENNINGS	H. DYKE
A. EDGAR	D. OLIVER
A. WHITHALL	E. GAYFORD
MRS. McKECHNIE (M.E.C.)	

We have received from some old students eight dainty volumes of Ruskin's Works, for the College Library: *The Stones of Venice* (three vols.), *The Crown of Wild Olive*, *Lectures on Art*, *The Queen of the Air*, *Mornings in Florence*, *St. Mark's Rest*. Each volume bears the inscription, "From five friends, in memory of Agnes M. Young." We should like to add that the College has seldom had a more loyal and devoted student than the one thus commemorated.

Music for the "Parents' Review" School and other Members of the Union, by MRS. HOWARD GLOVER.

In order to complete the scheme of musical education already set forth in the syllabus of the *Parents' Review* School, it is proposed to publish quarterly in this magazine, a list of six pieces, with which the pupil is to become not only acquainted, but familiar, during the term.

The execution of music, and practice in the technique of the art, is only one side of a musical training. It is also necessary to train the ear to an understanding of the classics, in order that a child may enter into the heritage which genius has bequeathed to him; in order, too, that he should understand and love the literature of music, in the same way that we try to imbue him with an appreciation of all the great masterpieces of writers and painters.

With this end in view, it is suggested that during the coming three months the teacher, parent, or any available friend, should play the following compositions to the children, beginning with one movement if necessary, and gradually extending the *répertoire*, until they become well-known and loved. If no executant is at hand, the services of a pianola need not be disdained, although, of course, it must be regarded as a second best.

A daily musical half-hour of this nature will be found to awaken keen musical enthusiasm in the children, even in those who have shown no aptitude in their music lessons, and the idea of music will be lifted above the drudgery which is inseparable from the practise of technical difficulties.

A clever teacher will further make use of this opportunity for hints on musical form and musical history, as brought out and illustrated in what is being played. The pieces selected might be studied and performed by the more advanced pupils themselves.

LIST IV.

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|--|----|----|----------|
| 1. Scarlatti. Pastorale (Tansig) | .. | .. | 1/3 net. |
| 2. Beethoven. Sonata, op. 28 (Pastoral). Edited Buono- | .. | .. | 1/- net. |
| 3. Schumann. Song, "The Two Grenadiers." (Germania | .. | .. | 1/- net. |
| 141) .. | .. | .. | 1/- net. |
| Also in Bass Clef, Bass Songs, No. 20 | .. | .. | 1/- net. |
| 4. Chopin. Second Scherzo, op. 31. Contained in | .. | .. | 3/- net. |
| Augener, No. 8071 | .. | .. | 4/- net. |
| 5. Brahms. Op. 118. Intermezzo, No. 2 | .. | .. | 1/1 net. |
| 6. Grieg. Lyrische Stücke Heft 6, No. 5. ("Sie tanzt") | .. | .. | |
| Peters, 2658 b. | .. | .. | |

All the above are published by Augener, 6, New Burlington Street, London, W.

*Register of Schools, some classes of which work in the Parent's Review School and are tested by P.R.S. Examiner:—

Principal.	School.	Girls or Boys.	Classes Working in P.R.S.
MISS AITCHISON	Abbeyfield House, Sheffield	Girls	After Easter.
MISS ALLEN and MISS PARISH	Spange House, Ewhurst, Guildford	Girls	Ib., II., III. and IV.
MISS AMBLER	Risca, Reigate	Girls	Ia., Ib., II., III. and IV.
MISS BECK	Fridhem, Heacham, King's Lynn	Girls	Ia., Ib. and III.
MISS BIRTWHISTLE	3, Onslow Place, S.W.	Preparatory	
MRS. CLAYE	The Vicarage, Brigg	Boys	Ia., Ib. and II.
MISS COOKE	"Romanoff," Surbiton	Girls	I., II., III., IV.
MISS CRAMPTON	Frenchay Lodge, nr. Bristol	Girls	II. and III.
W. STORRS FOX, Esq.	St. Anselm's, Bakewell	Boys	II. and III.
MISS GAYFORD	S. Cuthbert's, Twickenham	Girls and small boys	Ia. and II.
C. H. GIBBS, Esq.	37, Sloane Street, London, S.W.	Boys	Ib. and II.
MISS FIELD HALL	High Cliff School, Scarborough	(preparatory)	II.
MRS. LAMB	Rijswijk, Epsom	Girls	
MISS LEVICK	Edgehill, Peak Hill, Sydenham, S.E.	Girls and boys	Ia. and II.
MISS NESBIT	S. Hilda's Prep. School, Purley	Girls	Ia., Ib., II. & III.
MISS K. H. NODDALL	Moorlands, Bovey Tracey, Devon	Girls and boys	Ia., Ib. & II.
J. W. E. PEARCE, Esq.	Merton Court School, Sidcup	Girls	Ia., Ib. and III.
MISS RICHARDSON	Lindum House, Bexhill-on-Sea	Boys	Ib. and II.
		Girls	II. and III.

* The Committee take no responsibility with regard to these schools except as far as the above statement goes; due inquiries should be made by parents. Prospectuses can be had on application to the Office.

Principal.	School.	Girls or Boys.	Classes Working in P.R.S.
MISS SWAIN	Frith Park School, Sheffield	Girls	Ia., Ib., II. & III.
J. O. M. THOMAS, Esq.	14, Chilworth Street, Westbourne Terrace, W.	Boys	Ia., Ib., II. & III.
H. G. UNDERHILL, Esq.	Wootton Court, Wootton, near Canterbury	Boys	Ia., Ib., II. (preparatory) and III.
MISS WATSON	Alstone Court, Cheltenham	Girls	Ia., Ib. and II.
MISS WHITE	Glencairn, Chippenham	Girls and boys	Ia., Ib. & II.

P.N.E.U. Translation Society.—Subject for February: From Victor Hugo's *Morceaux Choisis*.

P.N.E.U. Literary Society. Subject for February: *Hyperion* (Keats).

C. AGNES ROOPER, Hon. Sec.,

Pen Selwood, Gervis Road, Bournemouth.

From whom all particulars may be obtained.

BOOKS.

Five Famous French Women, by Mrs. Henry Fawcett, LL.D. (Cassell, 6/-). The five famous French women are Joan of Arc, Louise of Savoy, and her daughter Margaret of Angoulême (Duchess of Alençon and Queen of Navarre), Jeanne D'Albret (Queen of Navarre), and Renée of France (Duchess of Ferrara). Those who remember Mrs. Fawcett's admirable *Life of Queen Victoria* will know how she imparts her own discriminating appetite for historical knowledge to the reader, and how, having created the appetite, she gratifies it, tells you precisely the things you want to know and gives you vistas. The volume does not profess to be a record of original research: the books consulted are, with two or three exceptions, English publications, and the reader could wish that an author of so much insight had made a point of ransacking the inestimable and immeasurable treasures of unpublished correspondence available, for the most part, in the archives of France. But we must not look a gift-horse in the mouth. We have here delightful reading; and what women they were! That group of three, Louise of Savoy and her daughter Margaret, and her son Francis, so charming in their relations to one another, so admirable in their mutual love, so perfect and exquisite in their culture and yet so strangely found wanting when weighed in the balances—what a fascinating study they present! And then that other Queen of Navarre, Jeanne D'Albret, the mother of Henri Quatre; with what interest we follow her through her long contest with Catherine de Medici! That learned and pious lady, again, Renée, Duchess of Ferrara, how heroic she was in her defence of the oppressed Reformed Church, and how she united the enthusiasm for knowledge, which belongs to the Renaissance, with the fervent, passionate, piety of the early Reformed Church! Not the least of Mrs. Fawcett's claims on our gratitude is that she rises to the wonder and beauty of Joan of Arc. The illustrations are a course of instruction in themselves. The cottage at Domremy, where Joan of Arc was born, is a delight. One is glad that the "Maid" grew up in so sweet a place. Catherine de Medici, again, what a revelation is her portrait; and that of John, Duke of Bedford, accounts for many things. There are thirty illustrations, all of them most interesting.